



ACIP

West Point Elementary School

Cullman County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

West Point was officially named and established as a community in 1918. The community was named by Mr. H. J. Jordan, Mr. W. A. Jordan, and Mr. Jim Lamb. It was first discussed as being "west" of the railroad. The men decided it needed a more descriptive name and added "point" to the name, calling the community West Point.

The first school in the West Point community was built in 1908 and named Crooked Creek School. The Cullman County Board of Education did not have funds available to build the school so the community members decided they would cut logs from their own farms to build the school. They hauled the logs to Mr. Jordan's sawmill and Mr. Jordan cut the logs at no charge. The one room schoolhouse was called Crooked Creek.

In 1918, the school was moved to its present location where a four room building had been built. The school was then renamed West Point. The school was heated by wood heaters. There was no running water and the restroom facilities were outside.

In 1922, a combination auditorium/gymnasium was built onto the back of the original four room schoolhouse.

In 1923, West Point became a junior high school.

All of the wood buildings had pot-belly heaters and pine floors, which were kept oiled. Each student brought various vegetables from home to be cooked. The teacher gathered the vegetables, put them in a pot on the pot-belly heater, and at lunch each child was dipped a bowl of soup.

In 1929, the Vocational Agriculture Building was constructed. In 1935, the brick high school was constructed.

The first graduating class was in 1935 and consisted of eight boys and four girls.

The first lunchroom at West Point was an old barracks that was moved from an army camp and set up on campus in 1947. The tables were made of wood, something like picnic tables, and lunches were ten cents each. In 1948, the boys gym, as well as, an addition to the high school was built. In 1951, the old gymnasium was converted to a lunchroom.

In 1960-61, the original wooden schoolhouse was torn down and replaced by the present block/brick building still in use today.

In 1964, the pond across the road was drained and a football stadium was built. The first football season started at West Point that year. The first band at West Point was organized in June, 1967.

In 1964, a six room addition to the high school was added below the gym. In 1969, two additional classrooms and a new Vocational Agriculture and Home Economics Building were added. A new band room and high school library were constructed in 1973.

In 1976, several new classrooms, as well as, the elementary gymnasium were added. The new high school gymnasium was added in 1978.

In the fall of 1996, a large section of West Point High School was destroyed by fire. The high school attended classes in portable classrooms for the following two and 1/2 years while a new school was constructed. At the same time, a new middle school was built across the road behind the football field.

West Point was separated into three schools in 1997 (High school, Middle School and Elementary). The Elementary school included grades Kindergarten through fifth grade until the Intermediate School was built in 2008. West Point Elementary now serves between 490 and 500 students each year. The latest addition to the WPES campus was in 2002 with the opening of the seven classrooms that serve as our third grade location beside the elementary gym.

Today we strive to provide a superior education for the 487 kindergarten through third grade students, while maintaining the small community feel on which the school was founded. WPES is one of the 11 elementary schools located in Cullman County. Of our 494 students, we have a total of 37 Hispanic, 3 Black, 2 American Indian, 1 Asian, 444 White. Our free/reduced rate is 63.36%. We are passionate in our endeavor to provide every student with a quality education while striving to ensure a well-rounded child. Within our 42 certified faculty members, 11 hold a Bachelor degree, 26 hold a Master degree, 5 hold an Educational Specialist degree, and 1 teacher is Nationally Board Certified. At West Point Elementary, our sense of community is significant. Approximately fifty percent of our faculty members are alumni; therefore, this existent unity coupled with the desire for our students to achieve sets the irrefutable tone of optimism for our school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school-wide slogan is "We Promote and Encourage Success," a slogan that is visual throughout our school and is known in our community. In addition, our school is guided by the mission statement "to provide opportunities for each student to learn skills, acquire knowledge, and develop character necessary to become successful citizens." As well, the consensus of our school is that our slogan and mission statement express to the students, parents, and community that West Point Elementary is a place where students are valued, encouraged, and welcomed. We value and recognize our students' academic and behavior achievements. Students are recognized through a school-wide morning broadcast. We feel that our school provides a variety of channels in which our students feel valued and rewarded for their successes in an assortment of ways. Likewise, our school offers an array of academic outlets to foster the academic development of the whole-child through our science lab, music program, art program and technology classrooms. Our music program includes music classes, chorus, and guitar lab. Our schools combination of programs to recognize student academic, behavior and service achievements, along with our goal to appeal to our students' diverse learning styles echoes the optimistic tone we are eager to convey.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

West Point Elementary School is dedicated to the philosophy that our school must focus on the individual student and the instructional program must be planned to serve the needs of every student. West Point Elementary School was recognized as a National Blue Ribbon School for helping students achieve at very high levels and for making significant progress in closing the achievement gap. In 2017, West Point Elementary was recognized as a National Blue Ribbon Lighthouse School. Teachers and administrators at WPE embrace the understanding that we must carefully examine the strengths and weaknesses of each individual student and plan our instruction according to each student's need. At the beginning of each school year, teachers use data to address weaknesses and guide instruction focusing on areas that need the most improvement. Goals are created in reading and math each year to address weaknesses so that our students continue to meet or exceed standards for proficiency in both reading and math.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

West Point Elementary School will continue to have high expectations of academic excellence for all students. Our "Can do Attitude" is what contributes to the continued success of our students. WPES is a place where learning is top priority. We have made it our goal to support students in their endeavors as they grow into responsible, educated, and service-minded citizens. For the 2018-2019 academic year, West Point Elementary teachers and students are divided into teams called tribes. Each tribe consists of one kindergarten, first, second, and third grade class. This system is designed to build community, reduce bullying, break down cliques, provide every student with a sense of belonging, promote camaraderie, teach responsibility, and encourage teamwork. Each year, WPES incorporates a theme that starts with our Guidance Counselor and is integrated throughout all areas of the school day. We are currently partnering with Mental Health and The Link to serve our students. Mental Health will work with our counselor to service our students at the local school. The Link is a program for counselors to use when there is a tragedy in one of our schools; they will have a data base to send a message asking for assistance.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

In the spring of each year, West Point Elementary School brings in its CIP Committee to review, evaluate, and begin revisions for the Continuous Improvement Plan. The parents on the committee represent the parents of the entire school and were asked to serve on this committee. Parents are chosen from volunteers who work closely with the school on a regular basis. The committee is then informed of the specific roles by our administration. Meetings are scheduled during and after school hours to accommodate all stakeholders. Parents are notified of the upcoming review and may give their input regarding the revision of the plan. The school leadership team and parent members review the School Improvement Plan to assess which implemented strategies have been met. The school leadership team and parent members meet to assess standardized test data, survey data, and other local data. The team then meets to suggest strategies, professional development, and budget requirements for the CIP plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The principal oversees the validity of the CIP and instructs teachers to identify academic strengths and weaknesses. The faculty assesses the strengths and weaknesses that correlate to SCANTRON and identifies goals throughout the school year during grade level and data meetings. The ELL teacher develops goals that help ensure our ELL population is served adequately under the CIP and participates in grade level and data meetings. The Special Education teacher assesses strengths and weaknesses and collaborates with the faculty to ensure the strategies and activities being included meet the needs of students with an IEP. Community Stakeholders meet with local school personnel and discuss strengths and weaknesses as they relate to our school and methods of improvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Improvement Plan can be found on the school's website, viewed at the school or an electronic copy can be emailed at parent's request. Progress as it relates to our improvement plan is distributed at Title I Meetings, Parent/Teacher Conference Day, and by parental request.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached student performance data document	WPES Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

EOY 2018 data indicates that 56% of students in 3rd grade students scored proficient on Scantron math assessment . Also, 47% of students in 3rd grade reading scored proficient. Students scored more than 5% on BOY 2017 goals.

Describe the area(s) that show a positive trend in performance.

Scantron scores over the last three years have met/exceeded the 5% increase on BOY goals in 3rd grade math scores.

Which area(s) indicate the overall highest performance?

Scantron scores over the last three have met/exceeded the BOY 5% increase goal. 73% of 3rd grade students met their annual growth target in math for the 2017-2018 academic school year.

Which subgroup(s) show a trend toward increasing performance?

Hispanic students increased from 21% on Scantron EOY reading assessment in 2017 to 38% in 2018 on BOY assessment. Female students have continued to score above 40% proficiency on Scantron reading assessments.

Between which subgroups is the achievement gap closing?

Although there is still much need for improvement, the achievement gap is closing the most between our female and male students.

Which of the above reported findings are consistent with findings from other data sources?

During the 2016-2017 school year, less than 8% of 3rd grade students were referred to Student Support Team (RTI). Four students were retained in 3rd grade.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Our 3rd grade students are performing below the district average in both reading and math. Also, the 2017 Scantron results indicate that only 49% of our female students and 43% of our male students are meeting/exceeding proficiency in reading.

Describe the area(s) that show a negative trend in performance.

Math and reading scores have shown a negative trend in performance from EOY 2017 to BOY 2018. Scores for male students decreased from 49% to 36% in reading and 55% to 36% in math. Scores for female students decreased from 45% to 43% in reading and 45% to 34% in math.

Which area(s) indicate the overall lowest performance?

Only 21% of our Hispanic students scored at the expected proficiency level in reading for the 2017-2018 academic school year.

Which subgroup(s) show a trend toward decreasing performance?

Our Hispanic students, as well as, those who receive free/reduced lunches show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

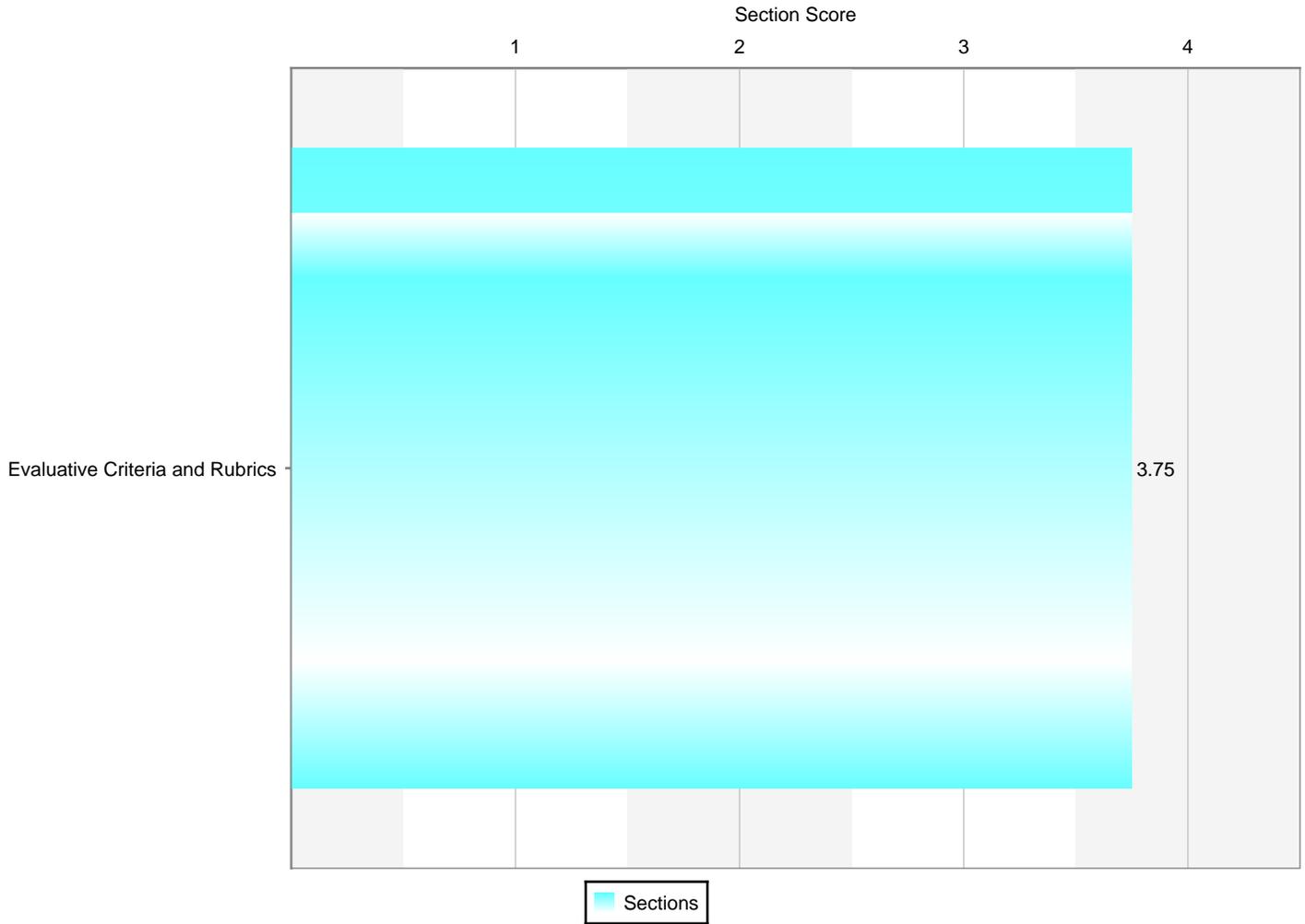
The achievement gap is becoming greater between our female and male students.

Which of the above reported findings are consistent with findings from other data sources?

During the first month of school for 2018-2019 school year, 10% of 1st through 3rd grade students were referred to Student Support Team (RtI) to receive intervention instruction in reading and math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Non-discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Non-discriminatory School Agent

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent & Family Engagement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		2018-2019 Parent Compact English 2018-2019 Parent Compact Spanish

2018-2019 West Point Elementary ACIP

Overview

Plan Name

2018-2019 West Point Elementary ACIP

Plan Description

2018-2019 West Point Elementary ACIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Instructional Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
2	Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19	Objectives: 1 Strategies: 2 Activities: 15	Organizational	\$79882
3	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Instructional Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from _37_ % to _42_ %, Scantron Reading from __43_ % to _48__ % for 3rd grade students by 05/24/2019 as measured by Scantron assessment.

Strategy 1:

Increase Educator Effectiveness - Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 8:00 AM on Monday.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-Digital Curriculum Implementation - West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. West Point Elementary will purchase additional iPads, Chromebooks, and charging carts for teachers to utilize in classrooms.</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student-driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.</p>	<p>Professional Learning, Direct Instruction, Technology, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Administrators Teachers</p>
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Activity - Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during preservice days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators Instructional Coach Teachers</p>

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2018-2019 academic year, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Professional Learning, Direct Instruction, Technology, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Instructional Coach Teachers

Goal 2: Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy 1:

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through Soft

Search. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.	Professional Learning, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers Administrator s

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.</p>	<p>Professional Learning, Parent Involvement, Community Engagement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Leadership Team</p>
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Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman Count Instructional Framework, and the Cullman County Strategic Plan.</p>	<p>Professional Learning, Direct Instruction, Technology, Academic Support Program, Policy and Process, Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Alabama Mentor Teacher Facilitator District Instructional Coaches Technology Integration Specialists</p>

Activity - Ongoing Technology Training/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.</p>	<p>Professional Learning, Parent Involvement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Cullman County Schools Technology Director Cullman County Schools Technology Integration Specialist Cullman County Schools Technology Department Classroom Teachers</p>
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Activity - Blue Ribbon Schools of Excellence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Blue Ribbon School of Excellence will partner with Cullman County School to provide support for the continuous improvement processes that are currently implemented. Data will be reviewed, surveys administered and analyzed, interviews held, and classroom observations conducted. Suggested improvement plans will be shared with schools and support will be provided to implement improvement efforts. Awards will be given to schools. Some Awarded schools will attend the annual Blue Ribbon School of Excellence Conference. Several will be given the opportunity to facilitate training and share ideas at the conference.</p>	<p>Parent Involvement, Direct Instruction, Extra Curricular, Technology, Tutoring, Academic Support Program, Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Blue Ribbon School of Excellence Staff District Leadership Principals Classroom Teachers</p>

Activity - Nuts and Bolts Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

District leadership and participating schools will attend the Nuts and Bolts Conference. Sessions include topics such as: Academic, Behavior, Motivation, Management, and Team Building strategies and activities. Schools teams will share ideas and provide turn around training throughout the year in their local school. Implementation plans will be included in school ACIPs.	Professional Learning, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Conference Facilitators District Leadership Administrators Classroom Teachers
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Strategy 2:

Student Support - West Point Elementary School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Parent Involvement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Tutoring, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Reading Specialist Teachers
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Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. The Reading Specialist will participate in the second year of training in the area of MSLE - Multi-sensory Structured Language Education to provide dyslexic specific instruction as needed.	Technology, Tutoring, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Reading Specialist Teachers

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

West Point Elementary ensures the success of our students transitioning from one grade level to the next by the following activities: -Kindergarten Open House -School wide Open House -3rd graders visit the Intermediate School -Collaboration of grade levels during adult advisory groups -End-of-year Learning Celebrations	Parent Involvement, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers
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Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental representatives will bring information to their schools for turnaround training with other parents. Training topics include standards based report cards, iNOW from home, Aspire score reports, study skills, technology safety, etc. Also, West Point Elementary incorporates student planners for each student, both English and Spanish-speaking, for teacher student communications, as well as, teacher-parent communications.	Parent Involvement, Community Engagement, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$2191	Title I Schoolwide	Administrators Teachers Parent Representatives

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Teachers

Activity - Student Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

Two Appleton Aides will be hired as a resource to support student instruction as they help implement integration in the classroom. The Appleton Aides will provide intervention, assist students in computer labs, and assist students with library and media resources.	Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$44310	Title I Schoolwide	Administrators Spur Aides
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Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to an increase in student retention, West Point Elementary added one full time intervention teachers for the 2018-2019 academic year. The intervention teachers will work closely with classroom teachers, pull students for small group instruction, and assist with assessments.	Class Size Reduction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$33381	Title I Schoolwide	Administrators Teachers Intervention Teachers

Goal 3: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy 1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 7 Step Cycle for Continuous Improvement Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings. Data will be analyzed on three designated early release days, as well as, two other times throughout the year.	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators Reading Specialists Teachers

Activity - CIP Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leadership Teams will meet at the beginning of the school year, mid-year, and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Leadership Team

Goal 4: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Elevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Point Elementary School

An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL prograAm and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration , EL and Classroom Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-Digital Curriculum Implementation - West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. West Point Elementary will purchase additional iPads, Chromebooks, and charging carts for teachers to utilize in classrooms.</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.</p>	Professional Learning, Direct Instruction, Technology, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers

ACIP

West Point Elementary School

Student Instructional Support	Two Appleton Aides will be hired as a resource to support student instruction as they help implement integration in the classroom. The Appleton Aides will provide intervention, assist students in computer labs, and assist students with library and media resources.	Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$44310	Administrators Spur Aides
Student Intervention	Due to an increase in student retention, West Point Elementary added one full time intervention teachers for the 2018-2019 academic year. The intervention teachers will work closely with classroom teachers, pull students for small group instruction, and assist with assessments.	Class Size Reduction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$33381	Administrators Teachers Intervention Teachers
Family Engagement/Parent Advisory Committee	Parental representatives will bring information to their schools for turnaround training with other parents. Training topics include standards based report cards, iNOW from home, Aspire score reports, study skills, technology safety, etc. Also, West Point Elementary incorporates student planners for each student, both English and Spanish-speaking, for teacher student communications, as well as, teacher-parent communications.	Parent Involvement, Community Engagement, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$2191	Administrators Teachers Parent Representatives
Total					\$79882	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIP Review	School Leadership Teams will meet at the beginning of the school year, mid-year, and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Leadership Team

ACIP

West Point Elementary School

Student Support Team - RTI	School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Tutoring, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Reading Specialist Teachers
Early Release	Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.	Professional Learning, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Teachers Administrators
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Student Transition	West Point Elementary ensures the success of our students transitioning from one grade level to the next by the following activities: -Kindergarten Open House -School wide Open House -3rd graders visit the Intermediate School -Collaboration of grade levels during adult advisory groups -End-of-year Learning Celebrations	Parent Involvement, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Blue Ribbon Schools of Excellence	Blue Ribbon School of Excellence will partner with Cullman County School to provide support for the continuous improvement processes that are currently implemented. Data will be reviewed, surveys administered and analyzed, interviews held, and classroom observations conducted. Suggested improvement plans will be shared with schools and support will be provided to implement improvement efforts. Awards will be given to schools. Some Awarded schools will attend the annual Blue Ribbon School of Excellence Conference. Several will be given the opportunity to facilitate training and share ideas at the conference.	Parent Involvement, Direct Instruction, Extra Curricular, Technology, Tutoring, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Blue Ribbon School of Excellence Staff District Leadership Principals Classroom Teachers

ACIP

West Point Elementary School

Reading Horizons Discovery	Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Professional Learning, Direct Instruction, Technology, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators Instructional Coach Teachers
New Teacher Support	Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Professional Learning, Direct Instruction, Technology, Academic Support Program, Policy and Process, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Alabama Mentor Teacher Facilitator District Instructional Coaches Technology Integration Specialists
Implementing the Instructional Framework	All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 8:00 AM on Monday.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Standards Based Instruction	Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2018-2019 academic year, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers

ACIP

West Point Elementary School

Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Leadership Team	Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Professional Learning, Parent Involvement, Community Engagement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Leadership Team
Accelerated Reading	Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Reading Specialist	Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during preservice days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Administrators Instructional Coach Teachers

ACIP

West Point Elementary School

Nuts and Bolts Symposium	District leadership and participating schools will attend the Nuts and Bolts Conference. Sessions include topics such as: Academic, Behavior, Motivation, Management, and Team Building strategies and activities. Schools teams will share ideas and provide turn around training throughout the year in their local school. Implementation plans will be included in school ACIPs.	Professional Learning, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Conference Facilitators District Leadership Administrators Classroom Teachers
Ongoing Technology Training/Support	Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Professional Learning, Parent Involvement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Cullman County Schools Technology Director Cullman County Schools Technology Integration Specialist Cullman County Schools Technology Department Classroom Teachers
Monitor and Support Student Attendance (Truancy)	West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Dyslexia Screening and Intervention	Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. The Reading Specialist will participate in the second year of training in the area of MSLE - Multi-sensory Structured Language Education to provide dyslexic specific instruction as needed.	Technology, Tutoring, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Reading Specialist Teachers

ACIP

West Point Elementary School

Data Meetings	West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings. Data will be analyzed on three designated early release days, as well as, two other times throughout the year.	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Reading Specialists Teachers
Teacher Advisory Groups	West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Parent Involvement, Direct Instruction, Technology, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administrators Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The eProve surveys that we used do not provide an overall score. Data was analyzed per survey question. See attached Stakeholder Feedback Worksheet.	WPE stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

66% - We will be working on . . .

59% - You got it right!

52% - You are learning . . .

46% - Explain your work.

36% - I am interested in your thinking.

C2 - Things your child is most often Doing while at school

65% - Listening to teacher

54% - Working with others

48% - Taking tests

42% - Thinking

39% - Writing

C3 - Interactions with staff

72% - Supportive

63% - Respectful

57% - Helpful

54% - Trusting

49% - Comfortable

The Teacher Inventory provided the following data: (by question number)

C4 - 94% My lessons are based on high expectations for students.

C7 - 94% My lessons provide opportunities for students to be actively engaged in their learning.

C14 - 94% Students in my class have formal opportunities to develop positive relationships with their peers and/or adults.

C11 - 92% I provide exemplars for my students.

C3 - 89% I participate in formal professional collaboration with my peers.

The Elementary Student Engagement Surveys provided the following data:

C13 - 84% The activities I do in class are the ones I like.

C2 - 71% If the classwork is hard to do, I do my very best.

C7 - 68% As a student, I do my best to get good grades.

C18 - 66% I feel my school work is important.

C10 - 65% Before I have a test, I study a lot.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

All stakeholders (parents, teachers, and elementary students) were surveyed using AdvancEd surveys beginning in 2014. We administered eProve surveys beginning in 2017, and will continue collecting data each year in May. This year's surveys included the following: Parent Climate and Culture, Teacher Inventory, and Student Engagement Surveys. eProve does not calculate overall scores for these surveys. Analysis per individual question showed a positive trend related to teacher/adult and student relationships. Both 2017 and 2018 surveys showed students felt supported by the adults in the schools. We feel the two year implementation of the Adult Advisory program, that we have at West Point Elementary supports the increase development of positive relationships with peers and adults within our school. West Point Elementary will continue to implement our advisory group during the 2018-2019 academic school year.

Parent surveys showed an overall high level of satisfaction with their child's educational expectations at school.

Teacher surveys showed an increase in high expectations for students, student engagement, and students having opportunities to develop positive relationships with peers and/or adults.

Student surveys indicate an overall determination to do better in all subject areas, as well as, knowing the importance of their school work and achievement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

West Point Elementary participated in the Blue Ribbon School of Excellence program. One aspect of Blue Ribbon are the surveys and the reports that our school receives from Blue Ribbon. Student Focus and Support category focuses on how the school's established goals and objectives accurately reflect its vision, student needs, and high aspirations for all students. WPES averaged 2.7/3.0 for these for these categories. The findings from the student surveys show they understand that their teachers want them to learn, that they are learning new things, and that they know when they do good work all fall in line with the increased focus by WPES teachers on the use of strategic teaching strategies. Teachers make expectations for learning clear and give the students feedback on their learning performance. These strategies are discussed throughout the year during grade level meetings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C2 - Things your child is most often Doing while at school

3% - Completing long projects.

5% - Giving project demonstrations.

9% - Making presentations

14% - Writing papers

14% - Completing brief projects

C3 - Interactions with staff

1%- Uncomfortable/Useless

2% - Distant

16% - Brief

19% - Collaborative

The Teacher Inventory provided the following data: (by question number)

D3 - 39% I am involved in decisions and actions that impact student achievement and the overall functioning of our school.

C6 - 42% My lessons include opportunities for students to express individual creativity.

C5 - 44% Learning goals are different for each student in my class/course.

E1 - 44% I plan lessons that increase students' awareness and appreciation for other cultures.

E3 - 58% I have ample resources (material,fiscal, and personnel) to assist me in meeting my needs of my students.

The Elementary Student Engagement Surveys provided the following data:

C18 - 19% I feel my school work is boring.

C15 - 31% At the end of the school day, I feel that I wish I could stay home tomorrow.

C3 - 33% Doing the same kind of work every day in class makes me want to ask if we can do something different.

C14 - 43% I don't often talk in front of the class.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C2 - Things your child is most often Doing while at school

65% - Listening

54% - Working with others

48% - Taking tests

42% - Thinking

C3 - Interactions with staff

72%- Supportive

63% - Respectful

54% - Trusting

What are the implications for these stakeholder perceptions?

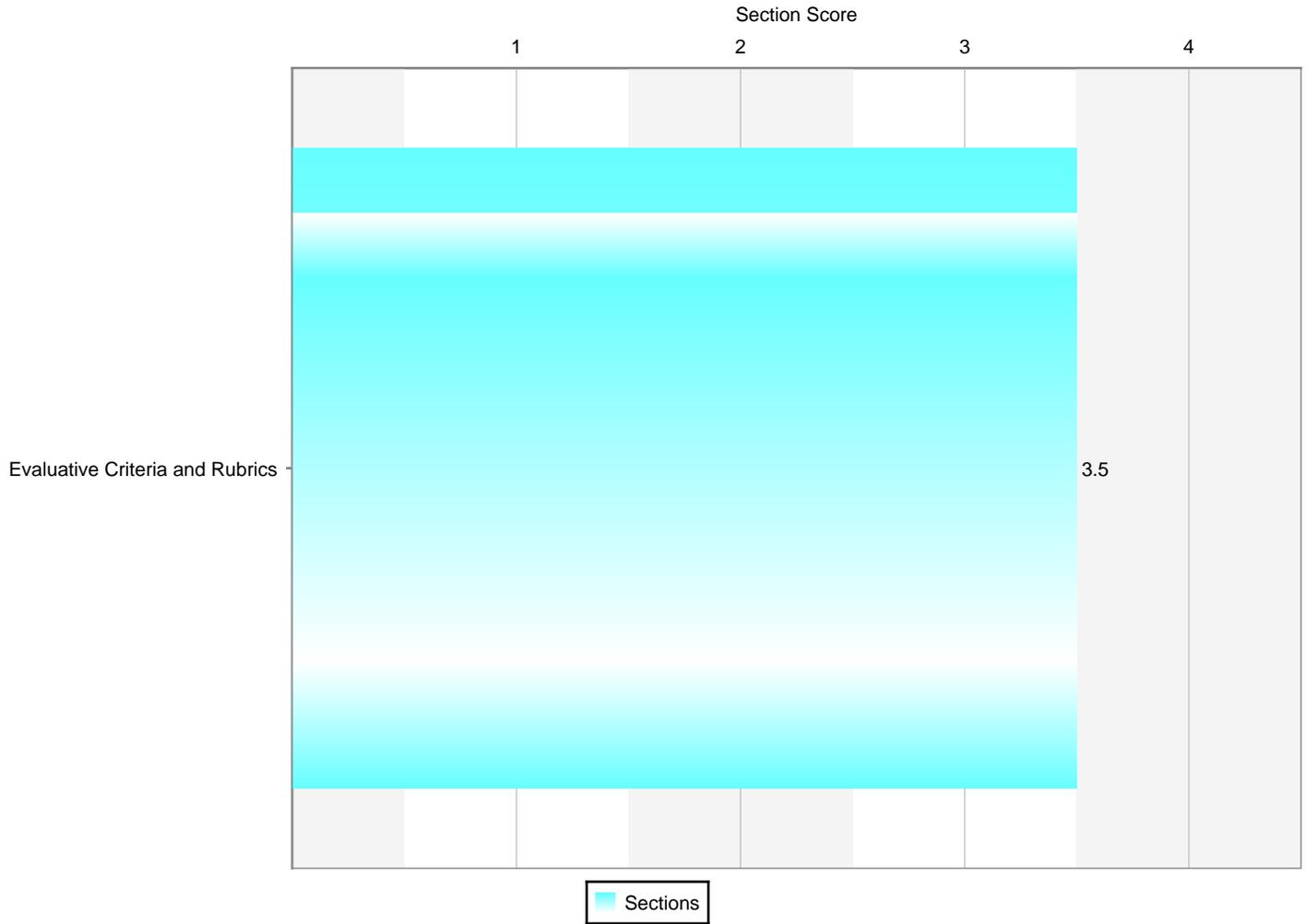
The eProve surveys show that stakeholders feel very supported through the interactions of the staff.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

West Point Elementary participated in the Blue Ribbon School of Excellence program. One aspect of Blue Ribbon are the surveys and the reports that our school receives from Blue Ribbon. Student Focus and Support category focuses on how the school's established goals and objectives accurately reflect its vision, student needs, and high aspirations for all students. WPES averaged 2.7/3.0 for these for these categories.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The school leadership team and parent members reviewed the school's Continuous Improvement Plan to assess which implemented strategies had been met. The school leadership team and parent members met to assess standardized test data, survey data, and other local data. The team then met to suggest strategies, professional development, and budget requirements for the school's Continuous Improvement Plan.

What were the results of the comprehensive needs assessment?

The spring 2018 SCANTRON assessments indicated 54% of 1st grade students met their annual growth target in math. Also, the SCANTRON assessments indicated 50% of 2nd grade students met their annual growth target in math. The SCANTRON assessments for the 3rd grade indicate 73% of the students met their annual growth target in math, and 57% of 3rd grade students met their annual growth target in reading.

What conclusions were drawn from the results?

Areas of strength included the spring 2018 SCANTRON benchmark assessments indicated by 73% of 3rd grade students and 50% of 2nd grade students met their annual growth target in math. Areas for improvement include increasing the amount of students scoring at ready or exceeding on the SCANTRON assessment by 5% in reading and math for 3rd grade.

The AdvancEd teacher surveys were completed with 40 teachers participating. Teacher surveys indicate the following standards as strengths: Lessons based on high expectations, professional collaboration with peers, and student engagement. A lack of opportunities for students to express individual creativity was indicated as an area of weakness.

The AdvancEd Stakeholder Surveys were compiled from West Point Elementary parents with 102 parents participating. The results indicated that parents have a positive perception of the school. The survey results indicate that parents feel welcome, are encouraged to be involved, and believe teachers are cooperative and willing to discuss academic progress.

We had 97 students participate in the AdvancEd Student Survey. The surveys indicated an overall perception of WPES as being positive, with having high expectations for the students showing as a strength.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Over the past academic year, there were 22 students retained in Kindergarten through 3rd grade. As a result of analyzing perception, achievement, school programs/process, and demographic data, West Point Elementary made the decision to hire one intervention teachers, and two intervention aides to help reduce the number of students being retained in grades K-3.

How are the school goals connected to priority needs and the needs assessment?

The school goals are based on needs assessment data. The use of multiple types of data is evident.

How do the goals portray a clear and detailed analysis of multiple types of data?

Multiple types of data such as Scantron, DIBELS, surveys, attendance, etc. are used to identify particular needs of our students, and how best to meet those needs throughout the academic year.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

West Point Elementary offers after-school tutoring to reinforce academic skills. Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional assistance. This will be accomplished through the following efforts:

- Teacher review of student permanent records, previous test results, and any other information which would help the teacher determine student strengths and weaknesses. At-risk students are referred to SST (Student Support Team) to create an intervention plan.
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and address these results during instruction.
- Communication with previous teachers and parents who have insight about student learning styles.
- Reading Horizons Discovery Intensive Phonics (DIPs) will be implemented as the phonics progression for grades K-2.
- Classroom and intervention teachers use of McGraw Hill Wonders and McGraw Hill Reading Wonders Works Intervention material for core reading instruction and intervention, both of which have intervention strategies embedded in the curriculum which are aligned with the Alabama Reading Initiative intervention guidelines.
- Providing small group instruction and intervention for children experiencing difficulty.
- Utilization of two SPUR aides and a part time intervention teacher to provide additional assistance and intervention for students in small group or individual instructional settings in the classroom.
- Utilize the assistance of a Reading Specialist
- Implementing Dyslexia Screening for students who show tendencies
- Conduct data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.
- Encourage parental involvement in student education through school conference, telephone conversations, student planners, and volunteer programs.
- The existence of an after-school tutorial program
- A guitar lab is offered for at-risk students

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instructin - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Instructional Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 37 % to 42 %, Scantron Reading from 43 % to 48 % for 3rd grade students by 05/24/2019 as measured by Scantron assessment.

Strategy1:

Increase Educator Effectiveness - Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes by Richard Dufour

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West Point Elementary School

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during preservice days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Instructional Coach Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2018-2019 academic year, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 8:00 AM on Monday.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Direct Instruction Academic Support Program Professional Learning Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Instructional Coach Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-Digital Curriculum Implementation - West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. West Point Elementary will purchase additional iPads, Chromebooks, and charging carts for teachers to utilize in classrooms.</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.</p>	<p>Academic Support Program Professional Learning Technology Direct Instruction</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - Title I Schoolwide</p>	<p>Administrators Teachers</p>

Goal 2:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instructin - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align i-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Goal 3:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy1:

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Student Support - West Point Elementary School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turnaround training with other parents. Training topics include standards based report cards, iNOW from home, Aspire score reports, study skills, technology safety, etc. Also, West Point Elementary incorporates student planners for each student, both English and Spanish-speaking, for teacher student communications, as well as, teacher-parent communications.	Academic Support Program Parent Involvement Community Engagement Behavioral Support Program	08/08/2018	05/24/2019	\$2191 - Title I Schoolwide	Administrators Teachers Parent Representatives

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to an increase in student retention, West Point Elementary added one full time intervention teachers for the 2018-2019 academic year. The intervention teachers will work closely with classroom teachers, pull students for small group instruction, and assist with assessments.	Class Size Reduction Technology Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$33381 - Title I Schoolwide	Administrators Teachers Intervention Teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary ensures the success of our students transitioning from one grade level to the next by the following activities: -Kindergarten Open House -School wide Open House -3rd graders visit the Intermediate School -Collaboration of grade levels during adult advisory groups -End-of-year Learning Celebrations	Academic Support Program Behavioral Support Program Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Academic Support Program Tutoring Behavioral Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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West Point Elementary School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Academic Support Program Behavioral Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Student Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two Appleton Aides will be hired as a resource to support student instruction as they help implement integration in the classroom. The Appleton Aides will provide intervention, assist students in computer labs, and assist students with library and media resources.	Behavioral Support Program Academic Support Program Direct Instruction Technology	08/08/2018	05/24/2019	\$44310 - Title I Schoolwide	Administrators Spur Aides

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Direct Instruction Behavioral Support Program Academic Support Program Parent Involvement Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. The Reading Specialist will participate in the second year of training in the area of MSLE - Multi-sensory Structured Language Education to provide dyslexic specific instruction as needed.	Behavioral Support Program Academic Support Program Tutoring Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

Strategy2:

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through Soft Search. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Ongoing Technology Training/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Technology Parent Involvement Direct Instruction Academic Support Program Behavioral Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools Technology Director Cullman County Schools Technology Integration Specialist Cullman County Schools Technology Department Classroom Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.	Behavioral Support Program Professional Learning Academic Support Program Direct Instruction Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers Administrators

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West Point Elementary School

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Technology Professional Learning Direct Instruction Community Engagement Behavioral Support Program Academic Support Program Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Leadership Team

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman Count Instructional Framework, and the Cullman County Strategic Plan.	Behavioral Support Program Technology Academic Support Program Professional Learning Direct Instruction Policy and Process	08/08/2018	05/24/2019	\$0 - No Funding Required	Alabama Mentor Teacher Facilitator District Instructional Coaches Technology Integration Specialists

Activity - Blue Ribbon Schools of Excellence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blue Ribbon School of Excellence will partner with Cullman County School to provide support for the continuous improvement processes that are currently implemented. Data will be reviewed, surveys administered and analyzed, interviews held, and classroom observations conducted. Suggested improvement plans will be shared with schools and support will be provided to implement improvement efforts. Awards will be given to schools. Some Awarded schools will attend the annual Blue Ribbon School of Excellence Conference. Several will be given the opportunity to facilitate training and share ideas at the conference.	Parent Involvement Behavioral Support Program Tutoring Direct Instruction Academic Support Program Technology Extra Curricular	08/08/2018	05/24/2019	\$0 - No Funding Required	Blue Ribbon School of Excellence Staff District Leadership Principals Classroom Teachers

Activity - Nuts and Bolts Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership and participating schools will attend the Nuts and Bolts Conference. Sessions include topics such as: Academic, Behavior, Motivation, Management, and Team Building strategies and activities. Schools teams will share ideas and provide turn around training throughout the year in their local school. Implementation plans will be included in school ACIPs.	Academic Support Program Professional Learning Direct Instruction Technology Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Conference Facilitators District Leadership Administrators Classroom Teachers

Goal 4:

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 7 Step Cycle for Continuous Improvement Learning Forward

Activity - CIP Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Teams will meet at the beginning of the school year, mid-year, and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Leadership Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings. Data will be analyzed on three designated early release days, as well as, two other times throughout the year.	Academic Support Program Professional Learning Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialists Teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Instructional Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:
demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 37 % to 42 %, Scantron Reading from 43 % to 48 % for 3rd grade students by 05/24/2019 as measured by Scantron assessment.

Strategy1:
Increase Educator Effectiveness - Instructional Framework - West Point Elementary has adopted and will be implementing the Instructional Framework as they teach the college and career readiness standards across all content areas.
Category: Develop/Implement College and Career Ready Standards
Research Cited: Whatever It Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using a lesson plan template as they move toward using the District Lesson Plan Template. Teachers submit their lesson plans through Google Classroom by 8:00 AM on Monday.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Direct Instruction Academic Support Program Technology Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Instructional Coach Teachers

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Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement. Reading Horizons Discovery will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during preservice days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. Reading Specialist will support the implementation process.</p>	<p>Direct Instruction Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>Administrators Instructional Coach Teachers</p>

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize the newly developed pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. Teachers will be implementing Daily 5 strategies, small group instruction, and foundational components of reading to target the standards. During the 2018-2019 academic year, teachers will have opportunities to visit other classrooms, as well as, other schools to observe teachers using these strategies.</p>	<p>Direct Instruction Academic Support Program Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>Administrators Teachers</p>

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-Digital Curriculum Implementation - West Point Elementary will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. West Point Elementary will purchase additional iPads, Chromebooks, and charging carts for teachers to utilize in classrooms.</p> <p>-K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning.</p>	<p>Professional Learning Technology Direct Instruction Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - Title I Schoolwide</p>	<p>Administrators Teachers</p>

Goal 2:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instructin - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOF model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL prograAm and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 3:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy1:

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West Point Elementary School

Student Support - West Point Elementary School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to an increase in student retention, West Point Elementary added one full time intervention teachers for the 2018-2019 academic year. The intervention teachers will work closely with classroom teachers, pull students for small group instruction, and assist with assessments.	Technology Behavioral Support Program Academic Support Program Class Size Reduction	08/08/2018	05/24/2019	\$33381 - Title I Schoolwide	Administrators Teachers Intervention Teachers

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turnaround training with other parents. Training topics include standards based report cards, iNOW from home, Aspire score reports, study skills, technology safety, etc. Also, West Point Elementary incorporates student planners for each student, both English and Spanish-speaking, for teacher student communications, as well as, teacher-parent communications.	Parent Involvement Community Engagement Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$2191 - Title I Schoolwide	Administrators Teachers Parent Representatives

Activity - Student Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two Appleton Aides will be hired as a resource to support student instruction as they help implement integration in the classroom. The Appleton Aides will provide intervention, assist students in computer labs, and assist students with library and media resources.	Academic Support Program Technology Behavioral Support Program Direct Instruction	08/08/2018	05/24/2019	\$44310 - Title I Schoolwide	Administrators Spur Aides

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Behavioral Support Program Tutoring Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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West Point Elementary School

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Academic Support Program Behavioral Support Program Parent Involvement Direct Instruction Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary ensures the success of our students transitioning from one grade level to the next by the following activities: -Kindergarten Open House -School wide Open House -3rd graders visit the Intermediate School -Collaboration of grade levels during adult advisory groups -End-of-year Learning Celebrations	Behavioral Support Program Academic Support Program Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school Rtl Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. The Reading Specialist will participate in the second year of training in the area of MSLE - Multi-sensory Structured Language Education to provide dyslexic specific instruction as needed.	Technology Behavioral Support Program Academic Support Program Tutoring	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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West Point Elementary School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Behavioral Support Program Academic Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Strategy2:

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through Soft

Search. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Nuts and Bolts Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership and participating schools will attend the Nuts and Bolts Conference. Sessions include topics such as: Academic, Behavior, Motivation, Management, and Team Building strategies and activities. Schools teams will share ideas and provide turn around training throughout the year in their local school. Implementation plans will be included in school ACIPs.	Academic Support Program Behavioral Support Program Direct Instruction Professional Learning Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Conference Facilitators District Leadership Administrators Classroom Teachers

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman Count Instructional Framework, and the Cullman County Strategic Plan.	Behavioral Support Program Policy and Process Academic Support Program Direct Instruction Professional Learning Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Alabama Mentor Teacher Facilitator District Instructional Coaches Technology Integration Specialists

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Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.	Academic Support Program Behavioral Support Program Professional Learning Direct Instruction Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers Administrators

Activity - Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Community Engagement Professional Learning Direct Instruction Technology Parent Involvement Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Leadership Team

Activity - Blue Ribbon Schools of Excellence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blue Ribbon School of Excellence will partner with Cullman County School to provide support for the continuous improvement processes that are currently implemented. Data will be reviewed, surveys administered and analyzed, interviews held, and classroom observations conducted. Suggested improvement plans will be shared with schools and support will be provided to implement improvement efforts. Awards will be given to schools. Some Awarded schools will attend the annual Blue Ribbon School of Excellence Conference. Several will be given the opportunity to facilitate training and share ideas at the conference.	Academic Support Program Tutoring Behavioral Support Program Direct Instruction Extra Curricular Technology Parent Involvement	08/08/2018	05/24/2019	\$0 - No Funding Required	Blue Ribbon School of Excellence Staff District Leadership Principals Classroom Teachers

Activity - Ongoing Technology Training/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Direct Instruction Behavioral Support Program Academic Support Program Professional Learning Parent Involvement Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools Technology Director Cullman County Schools Technology Integration Specialist Cullman County Schools Technology Department Classroom Teachers

Goal 4:

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement, and satisfaction.

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sources - West Point Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 7 Step Cycle for Continuous Improvement Learning Forward

Activity - CIP Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Teams will meet at the beginning of the school year, mid-year, and end-of-year with the direction of the District Team to reflect on their school's progress toward the implementation of their continuous improvement plan. Teams will be responsible for providing data and evidence to support progress.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Leadership Team

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will have a designated time for administrators and classroom teachers to collaborate and analyze data to improve instruction and student achievement. As a faculty, as well as, grade levels, we will meet to analyze Scantron, DIBELS, and other types of data. District support staff will provide support in preparation for these meetings. Data will be analyzed on three designated early release days, as well as, two other times throughout the year.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialists Teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instructin - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL prograAm and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

District Family Liaison and EL teacher provide achievement results in the language they can understand as needed. Student academic results are shared with parents in the following ways: report cards, progress reports, and graded assignments. Report cards are sent home every 9 weeks and progress reports are sent home every 4.5 weeks.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

At West Point Elementary, personnel staffing decisions are made to ensure that instruction is provided by highly effective teachers to address the prioritized academic needs of the students. All teachers are certified in their positions and subject areas in order to ensure that instruction is provided by highly effective teachers. Cullman County Schools employ teachers that are highly effective and certified in the subject or grade areas that they teach.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

We currently have 42 certified teachers. We have 85% of our faculty with 5 or more years at this school and 67% with 10 or more years at WPES. We currently have 15% with 1-4 years at WPES which includes new teachers that replaced teachers from retirement.

What is the experience level of key teaching and learning personnel?

Of our 42 teachers, we have 11 that have a B.S. degree; 26 with a M.A. degree; and 5 teachers with an Ed.S, and 1 Nationally Board Certified teacher. We have 89% with 5 or more years teaching experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

New teachers go through mentor program at West Point Elementary school. The mentor program is established at the LEA and implemented at the local schools. Also new teachers consistently meet with the grade level teachers, instructional coach, and principal to address any concerns. New teachers are provided time to observe the instructional coach as needed. Our local board requires all new teachers to attend the New Teacher Academy.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

We have on-going professional development taking place at West Point Elementary. For the 2018-2019 academic year, teachers will visit classrooms on-site and off campus, and we have scheduled grade level meetings across district during our professional development day. There will be an intent focus on Educator Effectiveness and our instructional framework to guide lessons.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Teachers will meet weekly to collaborate, plan lessons, and earn Continuing Education Credits. Furthermore teachers, administrators, and school paraprofessionals will participate in monthly professional development on a wide-range of teacher suggested topics. Instructional coaches, a system math instructional coach, and the local instructional coach will engage in side-by-side teaching using a variety of units, resources, manipulatives, and strategies. Teachers will have opportunities through Athens State in-service, as well as, local professional development and a variety of web-based professional development opportunities. West Point Elementary participates in the Volunteers in Public Schools program (VIPs), which involves members of the community volunteering to help students who are at-risk of failure either academically or socially. We also have a parent involvement team in which parents volunteer on a daily basis. Parents encouraged to communicate concerns, questions, or suggestions through the website or student planners. At West Point Elementary, we have an open-door policy to listen to parents and have them make suggestions. We have a parent involvement team in our school. Parents are involved with school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Teachers will participate in the Alabama Teacher Mentor Program. West Point Elementary assigned a mentor to each new teacher, as well as, to each teacher that transferred to WPES. West Point Elementary implemented a mentor/mentee checklist of objectives and goals. New teacher mentors/mentees will have support through grade level meetings.

Describe how all professional development is "sustained and ongoing."

Our leadership team meets throughout the year to discuss the professional development topics for our professional learning teams. Our professional learning teams meet weekly during grade level meetings to ensure sustained and ongoing professional development. Our instructional coaches work closely with our leadership team and provide training for implementing Common Core standards and Scantron and DIBELS assessment training. Professional development at West Point Elementary is conducted during monthly early release days, as well as, biweekly grade level meetings. The professional development pertains to a variety of topics: differentiated instruction, student engagement, College and Career Readiness Standards, strategic teaching, Aspire assessments, data analysis, and technology with the implementation of the 1:1 initiative.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy1:

Student Support - West Point Elementary School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary ensures the success of our students transitioning from one grade level to the next by the following activities: -Kindergarten Open House -School wide Open House -3rd graders visit the Intermediate School -Collaboration of grade levels during adult advisory groups -End-of-year Learning Celebrations	Behavioral Support Program Parent Involvement Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Monitor and Support Student Attendance (Truancy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will utilize the Truancy Referral Form for students with five or more unexcused absences. Referrals will be completed at a minimum of every two weeks.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Kindergarten through 3rd grade classes are divided into "Tribes" so they can collaborate on many activities. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Technology Behavioral Support Program Parent Involvement Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. The Reading Specialist will participate in the second year of training in the area of MSLE - Multi-sensory Structured Language Education to provide dyslexic specific instruction as needed.	Tutoring Academic Support Program Behavioral Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

Activity - Family Engagement/Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parental representatives will bring information to their schools for turnaround training with other parents. Training topics include standards based report cards, iNOW from home, Aspire score reports, study skills, technology safety, etc. Also, West Point Elementary incorporates student planners for each student, both English and Spanish-speaking, for teacher student communications, as well as, teacher-parent communications.	Academic Support Program Behavioral Support Program Community Engagement Parent Involvement	08/08/2018	05/24/2019	\$2191 - Title I Schoolwide	Administrators Teachers Parent Representatives

Activity - Student Support Team - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Behavioral Support Program Direct Instruction Tutoring Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Reading Specialist Teachers

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Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres.	Behavioral Support Program Academic Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators Teachers

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Due to an increase in student retention, West Point Elementary added one full time intervention teachers for the 2018-2019 academic year. The intervention teachers will work closely with classroom teachers, pull students for small group instruction, and assist with assessments.	Technology Academic Support Program Class Size Reduction Behavioral Support Program	08/08/2018	05/24/2019	\$33381 - Title I Schoolwide	Administrators Teachers Intervention Teachers

Activity - Student Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two Appleton Aides will be hired as a resource to support student instruction as they help implement integration in the classroom. The Appleton Aides will provide intervention, assist students in computer labs, and assist students with library and media resources.	Direct Instruction Technology Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$44310 - Title I Schoolwide	Administrators Spur Aides

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers at West Point Elementary participate in weekly grade level meetings, school data meetings, and serve on committees that give them opportunities to provide input into the decisions regarding the use of statewide academic assessments. The Leadership Team met in July 2018 and discussed local district continuous improvement plans, reviewed various data, and noted our celebrations from the previous academic school year, as well as, targeted the challenges for the upcoming school year. Also, our leadership team meets throughout the year to discuss the professional development topics for our professional learning teams

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional assistance as needed. Teachers meet weekly to analyze data and identify students that are not mastering standards. Students that are having difficulty mastering standards are placed on RTI. The SST (student support team) will meet to discuss instructional strategies and intervention opportunities. An individual plan is created for the student and intervention strategies are documented. The team meets monthly to monitor the progress of each student.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Additional assistance is provided to students who are experiencing difficulty mastering the standards by providing small group instruction and intervention. The utilization of instructional aides and intervention teacher to provide additional assistance and intervention are also available. The reading coach conducts meetings to discuss strategies and procedures that would encourage student success.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students' individual needs are met by following RTI Plans and IEP accommodations when applicable. Differential instruction is provided through the small group instruction with differentiated texts (leveled readers) and approaching level lessons. An after school program is also available for students to attend.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

West Point Elementary School is very diligent in ensuring the challenges of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students are addressed. First, migrant students are identified when parents complete the WPES enrollment form. Parents list previous school history on the enrollment form, which helps us to meet the needs of migrant students. Second, English Language Learners are identified when a language other than English is marked on the enrollment form. Once the child has been identified as an ELL student, a WIDA-ACCESS Placement Test (W-APT) is administered. Third, economically disadvantaged, neglected and/or delinquent, and homeless students are given a meaningful opportunity to participate in and benefit from educational programming at school. Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the Improving America's Schools Act of 1994 and the Stewart B. McKinney-Vento Homeless Assistance Act, all students falling into these

categories must have equal access to the same free appropriate public education. Also, such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Finally, special education students to the maximum extent appropriate, children with disabilities ages three to twenty-one must be educated with children who are not disabled. West Point Elementary is committed to the provision of appropriate programs and services for children with disabilities in accordance with Alabama Administrative Code 290-8-9.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of West Point Elementary School. The following is a comprehensive list of fund sources with an explanation of their usage:

FEDERAL FUNDS

Title 1 funding for additional teacher units, instructional materials and supplies, technology, and professional development depending on the amount allocated from the free and reduced lunch formula, as well as, the 1% parental involvement set aside.

STATE ALLOCATIONS

State Foundation Program - Provides funding for teacher units and instructional support.

Through the use of these funds, we are able to achieve school wide goals.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

One resource officer is assigned to our schools on the West Point campus. DARE lessons are provided to our first and third grade students. Cullman Caring for Kids visits every classroom during the school year. These programs focus on violence prevention.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

The faculty meets weekly during grade level meetings to discuss academic focus toward school wide goals. Data meetings are held five times during the year to analyze data and monitor the progress of reaching school wide goals. The district visits and participates in walkthroughs to monitor the implementation of the goals.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Meetings are held throughout the school year to analyze data and identify strengths and weaknesses.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The Student Support Team (SST) monitors students on RTI monthly to determine if intervention is effective. Intervention will be revised as needed to meet the needs of the students.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Data meetings are held after each Scantron testing date to analyze data and ensure continuous improvement.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	34.71

Provide the number of classroom teachers.

34.71

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1768784.0

Total

1,768,784.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	93216.0

Total

93,216.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	27738.0

Total

27,738.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53556.0

Total

53,556.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11163.0

Total

11,163.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3349.0

Total

3,349.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19947.0

Total

19,947.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3577.0

Total

3,577.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	138346.0

Provide a brief explanation and breakdown of expenses.

T-1 (136,155.00)

P/I (2,191.00)

1100 - Teacher = 1 FTE = .72 Salary and Benefits (010),(200 - 299) = 41,022.10

1100 - Part time Intervention Teacher (018),(200 - 299) = .5 = 33,380.80

1100 - Classroom Materials and Supplies - (400 - 499) = 6658.25

1100 -SPUR Aide (319) = 2 = 47,476.00

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0

(413) = 2191.00

2215 - Professional Development - Registration, Travel, & other Purchased Services (180 & 200 - 299) = 0

(300 - 399) = 7,617.85 (Blue Ribbon)

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the first month school is in session, West Point Elementary holds its annual meeting of Title 1 parents. Parents are notified of the meeting through newspaper, flyers, local churches, newsletters, and ConnectED calling system. During the meeting the following items will be discussed: What it means to be a Title 1 school, the 1% set aside, School Parent Compacts, and Parents Right to Know.

- The annual Title 1 meeting will be held at 9:30 and 3:30 on August 28, 2018 to inform parents about CIP and what it means to be a Title 1 school using our Title 1 parent meeting PowerPoint.
- The CIP will be made available for parents to view on our school website and copies will be made available in the library and in the office.
- Two parents and one community member were involved in writing the plan and are encouraged to attend all CIP meetings including district walk-throughs.
- We have a parent involvement team in our school. Parents are involved with school activities and planning on a daily basis.
- Teachers have classroom web pages to communicate news and assignments.
- Weekly newsletters are sent home as a communication tool between parents and the school.
- Parents are involved in many school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

The leadership and staff at West Point Elementary have a strong belief in the importance of parental involvement; therefore, we have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting will be held on August 28, 2018 at 9:30 and 3:30 P.M. in the library. Our parents participate daily in our parent involvement team. The parent involvement team consists of a facilitator, as well as, two parent leaders who have been trained on Title 1, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees, and as a contact person for the Title 1 parents to answer questions about parental involvement and parents' rights. They assist in evaluating the parental involvement plan and training other parents to be parent leaders. We remind parents through the school website and newsletters about parent involvement activities that take place each month. A description of procedures that are employed to allow parents make and submit their comments for dissatisfaction with the School Parent Involvement Policy and Plan to the LEA are provided in the Cullman County Board Policy Manual. Procedures state that any parent who disagrees with the plan can make their complaints known by sending them in writing to the principal or directly to the Cullman County Board of Education. A policy revision procedure is on file to provide the appropriate procedures. Finally, the Parental Involvement funds are used to purchase planners for the students to improve communication between school and home. Planners are available in English and Spanish.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

West Point Elementary uses its parental involvement funds as follows: to purchase planners for every student to improve communication between school and home. The planners are purchased in English and Spanish. West Point Elementary School has Open House at the beginning of each school year. At Open House, teachers discuss with parents state content and academic standards and assessments. A handbook is sent home that further informs parents about assessments and standards. Open House gives the parents an opportunity to learn about individual class assessments and their role in helping their child succeed. At West Point Elementary, we have a guidance counselor available to assist parents in interpreting state assessment results. The guidance counselor at West Point Elementary provides a web page with contact information for parents. Weekly newsletters are sent home and posted on teacher web pages as well. Each web page lists weekly assignments and skills. Family Science Night, Scholastic Book Night, Literacy Night, and Technology Night are made available for parents to attend to receive ideas for improving student achievement and foster parental involvement. West Point Elementary participates in the Volunteers in Public Schools program (VIPS), which involves members of the community volunteering to help students who are at-risk of failure either academically or socially. We also have a parent involvement team in which parents volunteer on a daily basis. Parents encouraged to communicate concerns, questions, or suggestions through the website or student planners. At West Point Elementary, we have an open-door policy to listen to parents and have them make suggestions. We have a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts, and report cards. A system wide parent liaison is available to help communicate with parents. Teachers also use a web based program to translate newsletters and information sent home. Parents are involved through our parent volunteer involvement team, and they are encouraged to participate in parent/teacher conferences, Open House, family book fair nights, literacy night, and science night. Parents and teachers work together to plan our Fall Festival, Spring Fling, and musical plays throughout the year. Parents attend Parent Connection Meetings monthly at the district office.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The CIP committee, which is composed of teachers and parents, will review and revise the compacts annually during our summer planning meeting. The compact addresses shared responsibilities for student achievement among parents, teachers, and students. Parents and students are given a School-Parent agreement at Open House to complete and sign. If a parent is not present at Open House, a compact is sent home and discussed at the next parent/teacher conference. These signed compacts are kept on file in the teacher's classroom and used during Open House and parent/teacher conferences to establish a partnership between the school and parents.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Each year, our CIP committee which is made up of faculty/staff and parents meets to revise our CIP. If parents would like to submit comments of dissatisfaction, they must submit those in writing to the principal.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

West Point Elementary has Open House at the beginning of each school year. At Open House, teachers discuss with parents State content and academic standards and assessments. A handbook is sent home that further informs parents about assessment and standards. Open House also gives the parent an opportunity to learn about individual class assessments and what their role will be in helping their child to succeed. At West Point Elementary, we have a guidance counselor available to assist parents in interpreting state assessment results.

Parents are asked to provide feedback through surveys and participation in CIP planning. This data is a part of our planning process to insure parents are involved in the planning process. At West Point Elementary, we have an open door policy in which parents can make an appointment to share any request.

West Point Elementary guidance counselor provides a web page with contact information for parents. Weekly newsletters are sent home as well as posted on teacher web pages. Each web page lists weekly assignments and skills. Family Science Night, Scholastic Book Night, and Literacy Night are made available for parents to attend to receive ideas for improving student achievement and foster parental involvement.

Progress Reports are sent home in the middle of each grading period and reports cards each 9 weeks. Parents are encouraged to monitor grades. Teachers are available for parent/teacher conferences daily during their planning time. Monthly Parent Connection meetings held at the Central Office to provide training and/or information.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

- Will conduct parenting workshops.
- Partner together to coordinate communication through the following avenues: Title 1 Parent Night, monthly newsletters, and Twitter.

Send parent notes, calendars, school function announcements, parent/teacher conference forms, parent letters, PTO communications, and progress reports home in Spanish.

- We have a parent involvement team in our school. Parents are involved with school activities and planning on a daily basis.
- Teachers have classroom web pages to communicate news and assignments.
- Weekly newsletters are sent home as a communication tool between parents and the school.
- Parents are involved in many school activities such as family book fair night, parent/teacher conferences, science night, literacy night, and field trips.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Teachers and other school staff will be educated about ways to encourage a partnership between parents and school during monthly professional development. Also, a resource box with materials from Parent Connection meetings and other resources will be available for parents.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

West Point Elementary has a variety of information provided to all students such as lunch forms, parent/teacher conference forms, handbooks, parent compacts, and report cards. Information is sent home in a language parents can understand. A system wide parent liaison is available to help communicate with parents. Teachers also use a web based program to translate newsletters and information sent home. Also, our guidance counselor and EL teacher offer assistance to parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

School planners are provided for every student. A Spanish version is available if needed. We have a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts and report cards. A system wide parent liaison is available to help communicate with parents and translate any information as needed. Teachers are also trained in Google Translate to assist in improving communication between school and home.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

West Point Elementary has a variety of forms available in Spanish such as lunch forms, parent/teacher conference forms, handbooks, parent compacts, and report cards. A system wide parent liaison is available to help communicate with parents. Teachers also use a web based program to translate newsletters and information sent home. Also, our guidance counselor and EL teacher offer assistance to parents with limited English proficiency, parents with disabilities, and parents of migratory students.